

Meet and Greet



September 2026

A bit about Mrs Masvimbo

I'm Mrs Masvimbo, and this is my sixth year of teaching at Giles. As the Year 5 Lead, I support our teachers with behaviour, planning, and ensuring a calm, purposeful learning environment for all pupils.

Our Finland team this year includes myself and Miss Sewell. I am currently undertaking the **NPQSL** to pursue my ambition of joining the Senior Leadership Team, which involves coaching teaching assistants and spending every other week learning what is involved as a Deputy Headteacher/Headteacher.

On those days, if you need anything, Miss Sewell will be available at the end of the day, and I will be back at Finland's door on Monday mornings.

A bit about Miss Christie



5 France staff are myself and Mrs Calderon

I have been teaching at Giles for 6 years - started as a trainee teacher and trained on the job whilst teaching Year 6.

Before teaching at Giles, I worked as a TA in another school in Luton and was a scouts leader which is where I decided that it was my passion to work with children.

I enjoy sports - I play football for Kempston Rovers Ladies in Bedford.

A bit about Ms Jones

I am 5 Turkey's class teacher and Mrs Turcescu is class TA! She will be letting the children in every other Monday morning, letting them out every Monday and in, every Wednesday morning.

Fine art was my first degree. I then did my Post Graduate Certification in Education (PGCE) to qualify as a Teacher 16 Years ago. I have taught a variety of year groups from Nursery to Year 5.

I have two children age 11 and 9, two step daughters age 17 and 15 and a tortoise.

I love to travel, read my kindle and visit the theatre and art galleries!



Attendance and punctuality

Attendance is one of our focuses for the year.

Where possible please bring your child into school. If they are unwell at school we will call you and ask you to collect them.

Any sickness/diarrhoea please keep your child off for 48 hours to stop the spread.

School doors open 8:45-9:00. Registration and gates closes at 9:00 and children will then need to sign in at the office.

Please work with your child to set up good morning routines so that they are ready for the day (uniform out night before, lunches made and in the fridge etc).

Yearly overview

	Year 5 – Yearly Overview					
	Autumn 1- 7w + 2d	Autumn 2- 6w +3d	Spring 1- 5w+ 4d	Spring 2- 5w	Summer 1- 5w+4d	Summer 2- 7w+ 3d
Maths	Place value 4 operations		Fractions- adding/subtracting/multiplying, of amounts, improper and mixed Statistics- line graphs and data Shapes and angles		4 operations Decimals Area/perimeter recap	
English	The present (narrative) David Attenborough (non-fic)	The Malfeasance (poetry) (Class published book)	One small step (Stevenage Library) Rose Blanche	Screen use (non-fic)	Fantastic flying books of Mr Morris (fic) Kick (non-fic)	Highwayman (poetry)
Science 5 per year	Animals including humans	Forces	Earth and Space	Properties and changes of materials	Living things and their habitats.	
Geography 2 topics per year	North America			Mountains (non-chronological report)		
History 2 topics per year	Anglo Saxons and Vikings (Lindesfarne newspaper report) (Viking day)				Crime and Punishment	
RW 6 per year	Sikhism	Christianity	Sikhism (persuasive letter)	Christianity	Sikhism	Christianity
D&T		Cooking – Pizzas (instructions)		Moon Buggies		Levers and Pulleys
Art 4 lessons per term	Stephen Lowry – Artist Focus.	Remembrance day art/ open morning	Stephen Lowry – Artist Focus.	Open morning/ World Art Day	Artist comparison (William Mitchell)	Art gallery
PSHE	Being Me	Celebrating Differences (Diary entry)	Healthy Me		Relationships	Changing Me
Spanish	Las Verdugas- Early language		La Familia- Intermediate		La Ropa- Intermediate	
Computing		My Online Life		Scratch		Podcasts
Music- guitars		Learning and perform songs		Single melody		Create and perform

Maths lessons and homework

Lessons taught in targeted groups

Tailored styles of teaching to suit children

Homework - a workbook that is set on a Friday to be handed in the following Friday.

Homework will be based on what has been taught in the their maths lessons that week.

A reward of extra break (fun friday) will be given to children who have completed their homework

TTR to be completed at least 3x a week



Ways you can help your child

Please support us in getting all our children fluent in their times tables knowledge. Ways you can help include:

- Times Table Rock Stars practise at home - The Sound Check game is in a similar format to the assessment.
- Chanting Times Tables facts in order 6,12,18,24 etc
- Listening to Times Tables songs
- Asking your child multiplication calculations out of order, like: "What is 4×7 ? What is 9×5 ? What is 6×8 ?"
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English - Writing

Our writing curriculum uses a whole class approach to build vocabulary and then create sentences. The grammar and punctuation expectations will be in line with the national curriculum. At the end of each unit, all children will complete an independent piece of writing.

Spelling homework will be completed in new spelling books. Children will be expected to complete 10 spellings per week. The children will be learning spelling and their rules in maths class and they can then practice these at home.

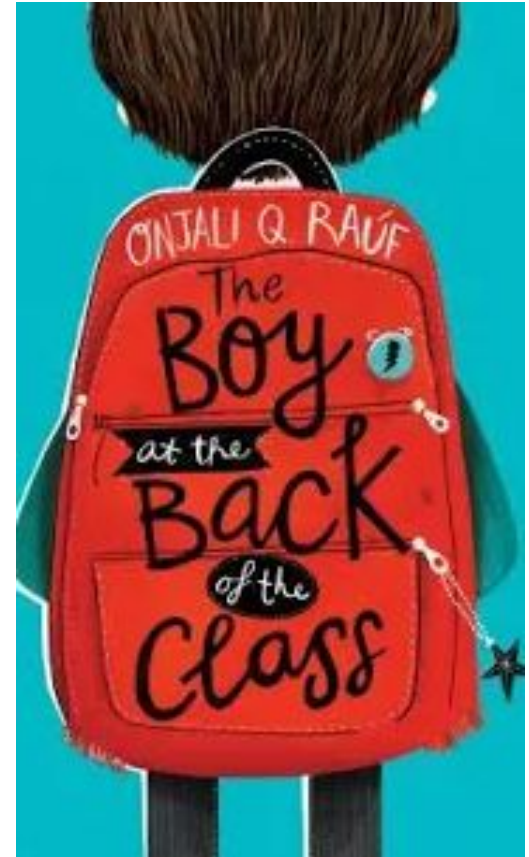
Spellings should be completed weekly and then brought to school at the end of each half term where they will be checked.

English - Reading

Guided Reading each day - focus on explicit teaching of reading skills plus aiming to develop a love of reading e.g. by recommending authors, genres to widen their reading diet.

Class readers - each class has a class reader. This term we are reading *The Boy at the Back of the Class*.

Reading homework - we expect children to be reading daily to an adult at home and for the adult to sign their reading record. Your child will earn dojo points for every time they read to an adult at home.





- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

How is reading taught at Giles Junior?

- ▶ Phonics catch up program to close gaps and interventions throughout the school
 - ▶ Guided reading lessons
 - ▶ Echo reading to encourage reading fluency, rereading text, fluency reading practise sessions
 - ▶ Comprehension focus
 - ▶ Questioning - inference
 - ▶ Vocabulary - understanding the meaning within context
 - ▶ Drama
 - ▶ Visualisation
 - ▶ SATs style reading assessments across the school
 - ▶ Class reader – promoting a love of reading, model reading fluently
 - ▶ Exposure to different genres and authors through author study and new books selected for class libraries
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Book bands for age-appropriate books

Year Group	Autumn	Spring	Summer
Year 3	Gold	White	Lime
Year 4	Lime	Brown	Brown and moving into grey
Year 5	Brown	Grey	Grey moving into Navy
Year 6	Grey	Navy	Black

Less is more

Re-read portions of text
for fluency and talk it
through to show
understanding.

Printables are available to
support if required

Question Stems
• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing....? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
• What do you think..... means? • Why do you think that? • Why do you think....? • How do you think....? • Can you explain why.....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?

Supporting your child to read

- ▶ Practise phonics and sight words
- ▶ Echo reading – prosody
- ▶ Focus on small chunks rather than speeding through many pages
- ▶ Repeated reading
- ▶ Vocabulary and Inference based questions (question stems on handout)
- ▶ Being a role model and making reading a priority around the home
- ▶ Signing your child's reading record
- ▶ Range of genres, diverse texts, ebooks, libraries



Dojos



Dojos are a reward point system to support pupils showing level 5.

These Dojos are then available to spend weekly on various fun things.

If children read and complete homework they will earn extra Dojos.

Dojos are not removed.

Toilet expectations

Children are encouraged to use the toilet at break and lunch times.

If children feel they are desperate they will be allowed to go.

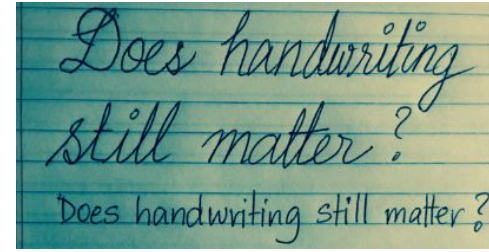
We try and reduce toilet trips within teacher input time as this is a distraction.

Equipment

Children need a fully equipped pencil case:

Pencil, Rubber, Whiteboard marker, Glue stick, Blue pen, Purple pen

Sharpener and a ruler.



As part of our school wide aim to develop handwriting and presentation, we will be asking all children across the school to use pencil and to earn a blue pen.

We are looking for: neat handwriting that is joined, good presentation and underlining of the date and titles and good use of basic punctuation.

We are supporting handwriting in school through taught weekly handwriting lessons. It is important that children join as it increases fluency and links their ideas and writing which speeds them up.

Behaviour/Consequences

The class teachers in our school have high expectations for the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. All children have signed a class contract.

Children are repeatedly praised for their good behaviour and work. We use class dojos and children will get to spend or save these. However, if a child is disrupting others or not following adult instructions, they will receive a reminder. If it continues, they will receive a second reminder. If it then continues from that, they will have a restorative session (at break time or lunchtime) with the teacher to identify the issue and look at ways this can be prevented going forward.

If a child continues to disrupt the class, then they will be asked to do their work in another classroom. If they refuse to do so, they will be given a reflection.

For more serious incidents, reflections will be issued immediately.

Reflection - what happens?

An opportunity for children to have time to think through any choices they have made which might have had a negative impact on someone else.

They will work with a member of staff after they have eaten their lunch and do some targeted work around the issue which arose.

The purpose behind this is to allow them to make better choices in the future and avoid repeat incidents.

We will inform parents if a child will be having a reflection and are always grateful for our supportive parents who follow up at home if needed.

Swimming



Turkey have had their first lesson and will swim every Wednesday until 16th December.

Every child needs swimming costume/trunks, goggles, towel and underwear.

Please can the children arrive at school with their swimming costume/trunks already on under their clothes.

Upon arrival at the swimming pool children take off their shoes and put their socks in. these go in a locker. Every child goes into their own cubicle, gets undressed as quickly as they can and puts their clothes into their bags.

These go in a locker and children line up for their lesson. They will all be assessed on their first lesson and grouped according to ability.

Same in reverse on the way back to school!

Uniform

<https://gilesjm.herts.sch.uk/parents/school-uniform/>

We ask that all children tie their hair up if it is shoulder length or longer.



PE Kit



School Uniform

Contacting your teacher



If there is anything that you feel that you need to talk about with the teacher that is urgent and quick, please tell the teacher first thing. If it isn't urgent and can wait, please wait until the end of the day for all pupils to leave safely and then we will be happy to help.

If you would prefer a phone call please let us know in the morning and we will do our best to call at a reasonable time. Please remember that this will be when the teachers are not teaching and are available.

Questions

We are happy to answer and questions that you may have after school. We ask if you wait until all the children have left safely.

If you would like to contact us through email please send to admin@gilesjm.herts.sch.uk and they will forward to us asap.